| ***3rd Grade***  ***Unit: Día de los Muertos***  ***Week of November 1st (7-10 days)*** | | | | | |
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| **Targeted Standards**:  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  Día de los Muertos is the Day of the Dead, a holiday celebrated in Mexico and other areas of Latin America on November first and second. It celebrates life and honors death with vibrant decorations, family gatherings, and community activities. Families build altars, clean tombstones and bring offerings for lost loved ones. The purpose of this unit is to teach students about the holiday including how and why it is celebrated. | | | | | |
| **Enduring Understandings:**  Students will understand that death can be discussed openly and does not need to be feared.  Students will understand that cultural traditions involved in celebrating Día de los Muertos help people to become comfortable with death. | | | | | |
| **Essential Questions**:  What does the holiday represent?  How is the holiday celebrated?  What are some similarities and differences between Day of the Dead and Halloween?  How do we treat the idea of death in the United States compared to Mexico and other countries that celebrate Día de los Muertos?  What celebrations and traditions do people have?  How do people prepare for celebrations? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| The history of Día de los Muertos  The Hispanic countries that celebrate Día de los Muertos  The differences between Halloween and Day of the Dead | Recognize the historical and cultural significance of Día de los Muertos  Discuss culturally relevant topics and show respect to others’ beliefs  Compare and contrast how the holiday of Halloween (in the United States) and Día de los Muertos (in Mexico) are celebrated  Compare and contrast the Mexican holiday Día de Los Muertos with the way people remember their loved ones in the U.S.  Identify the elements of an altar and ofrendas  Understand the role of papel picados in the Days of the Dead celebration | | Research the traditions, music, and history of Halloween and el Día de los Muertos  Teacher generated materials related to content  Find youtube clips/DVD’s on el Día de los Muertos  Papel picado to show students  Authentic Altar for display  Authentic Pictures of the altars and ofrendas to share with students  Read elementary books about Día de los Muertos to students  Describe geographic and cultural aspects of Mexico.  **K - 2nd grade Activities:**  Read children's books about the Day of the Dead  Give coloring activities  Compare and contrast Halloween with the Mexican holiday  Show students where Mexico is located and what the flag of Mexico looks like  Show pictures of the altars and ofrendas  Find youtube clips/DVD’s on el Día de los Muertos  Students canmake their own calavera mask  Discuss the role of papel picado in the celebration of Day of the Dead    **3rd & 4th grade:**  Read children's books about the Day of the Dead  Give coloring activities  Compare and contrast Halloween with the Mexican holiday  Show students where Mexico is located and what the flag of Mexico looks like  Show pictures of the altars and ofrendas  Find youtube clips/DVD’s on el Día de los Muertos  Students can make their own calavera Mask or skeleton  Discuss the role of papel picado in the celebration of Day of the Dead  *For 3rd & 4th grade, you can give students articles about the Day of the Dead*  *Class Discussion questions for introduction to Día de los Muertos through open ended think pair share questions.*  What comes to mind when you hear the word death?  How does your family deal with death? For example, do you discuss it, do you have certain beliefs etc.  Have you ever experienced someone close to you die? (animal or person)  If so, do you do anything special to remember this person or animal? | | Class participation  Teacher observation  Completion of activity worksheets  [Assessment Folder](https://drive.google.com/open?id=11OL-XdqSxSWLuKjjg3VeV7fOQ8DOZagw) |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
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| **Career Readiness, Life Literacies, and Key Skills**  9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.  9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).  9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. | | | | | |
| **Key resources:**  Teacher made materials (flash cards, visuals, powerpoint presentations)  CD”s /DVD’s about Day of the Dead  Practice worksheets about Day of the Dead  Classroom based activities using technology tools (flip camera, smartboard etc…)  <http://holidays.mrdonn.org/dayofthedead.html>  <http://archive.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf>  Authentic Pictures about the holiday  Research books and information about the holiday  Research youtube clips or movies about the holiday Videos para la comprensión - Introducción  <http://www.youtube.com/watch?v=jCQnUuq-TEE&feature=player_detailpage>  Inglés: <http://www.youtube.com/watch?v=jsbr_Tkn08w>  Español: <http://www.youtube.com/watch?v=kimX-rwPmyk>  <http://www.youtube.com/watch?v=33Gcl5mX7r4>  Canción: OFRENDA  <http://www.youtube.com/watch?v=OdIPjy0TJGc&feature=player_embedded>  Fact Sheet (copias)  [http://latino.si.edu/dayofthedead/Día\_de\_los\_Muertos\_FACT\_SHEET.pdf](http://latino.si.edu/dayofthedead/Dia_de_los_Muertos_FACT_SHEET.pdf)  Mix and Match (copias)  <http://www.azcentral.com/ent/dead/teachers/teacherpacket_edited.pdf> | | | | | |
| **Interdisciplinary Connections:**  NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | | |